

# NEW YORK SCHOOL JOURNAL

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### EVENING BELLS.

Words and Music by  
WILBUR A. CHRISTY.

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1. List - en to the dis - tant mu - sic, Of the ev'n - ing bells a - far, Wak'ning mem' - ries long for -  
2. How it brings in view be - fore us, Child-hood's ev - er hap - py hours, When those same sweet tones stole  
3. Gath'ring up the scat - tered frag - ments, Of these mem - o - ries of mine, To my heart that sound re -

got - ten, As it trem - bles through the air. Ev'n - ing bells, I hear them ring - ing, Through the  
us, Like the fra - grance from the flowers. Childhood's days, so full of bless - ing, Days were  
calls them, Like a mel - o - dy di - vine. And the surg - ing, swell - ing mu - sic, Of those

dim and dis - tant time; Ah! what mem' - ries they are bring - ing, As I list their swell - ing chime.  
those of pure de - light, Hap - pi - ness each hour pos - sess - ing, Dark - est gloom soon turned to light.  
bells, where - e'er I roam, Ev - er turns my thoughts re - gret - ful, Back to child - hood's hap - py home.

From SILVER CAROLS, the new Day School Singing Book, by permission of publishers, W. W. Whitney, Toledo, Ohio.

### FRÖBEL'S SYSTEM.

As it may interest some to learn what Fröbel's method is by which he begins to educate the baby before it can even talk, I will append the practical part of my twelfth lesson to mothers and governesses. We had had quite a number of lessons with Fröbel's first gift of six colored balls, and our last were on the use of the second gift, the wooden ball, cube and cylinder. We will now continue, in our instructions, how to use the second gifts of Fröbel's Kindergarten occupations, consisting, as it does, of the wooden balls and cups, and the cylinder.

The following little plays are accompanied by word or song indicating what they should be, but of course they need not be the exact words. Some of the time a sort of a dialogue is to take place, where the cube or ball do the answering through mamma.

"What is the cube or ball doing?"

"It rolls."

"What now?" "It hops, or swings?"

"What is rolling? What is hopping?"

Even babies will in some way soon do the answering by certain sounds comprehensible to mothers. The wooden ball spins round on a plate:

"See it going round and round,  
Never idle is it found,  
However fast I spin or race,  
I always show the same round face."

The child cannot help observing that it always looks the same, which becomes more evident by the accompanying toy, the cube. What was observed in a general, unconscious way with the ball, becomes more distinct by the contrast, for all knowledge is founded on contrasts and comparisons; and it is the method of giving any positive instruction in the Kindergarten. Nothing would seem large, if there was nothing smaller to measure by. The ball and the cube are the complement to each other. Both are bodies, taking up room in three directions, height, width and length, and are made of the same material. But while the ball was a unit and exceedingly simple, the cube represents variety and plurality, for instead of one face only, it shows six, instead of no corners, it has eight, and twelve edges. Instead of being ever on the move, the cube seems best content to lie still; and at every turn presents a different aspect, instead of being always the same as was the ball. All these peculiarities it is the part of the educator to point out and speak or rather sing about to

the child. Standing it firmly before the baby she sings, while touching it lightly with baby's fingers (which, with the ball, had been enough to make it roll away):

"See, the cube must like to stand,  
It does not mind your little hand?"

Now they push a little harder;

"Ever on this spot you lie,  
We shall move you bye and bye."

As much as possible make the child active in all these plays, even to lifting it down to pick up the toy, when it falls. It will then enjoy everything better, even if difficulties have to be overcome. All Fröbel's play materials can be used in a great variety of ways, and when certain laws are obeyed in the use of them, far from lessening the freedom of action, it enlarges the sphere or range of play and amusement. The child therefore does not tire very readily, even if these experiments and experiences are many times repeated. Lay the cube on baby's hand and say:

"The cube lies in your hand so still  
While we hold you tightly so."

But alas, it does fall, and mamma, using every incident for a new play and new instruction, sings

"Baby's hand is yet too small,  
So the cube must have a fall."

These plays can be extended to the infinite, but always leave the child free and never force it to this or that play. An attentive mother understands the meaning of the child's utterances, and will try to respond to its wishes in the most satisfying manner, ever watchful to lead him on in an instructive and ennobling manner.

Every close observer will have noticed that every child loves and attempts to grasp more than they are able to, the child will try to hold the two toys and mamma sings—

"The cube, you cannot hold at all,"

When in your hand you hold the ball."

Or;

"Where the cube is, you see,  
The ball cannot be."

Or;

"Some room we must make,  
If the cube we will take."

Or when it loses both by not wanting to let go of either;

"If holding some, you still want more,  
You must lose, what you had before."

Or;

"When nothing holds the cube or ball,  
To the floor they both must fall."

Some people may smile at the thought that



any one should attempt to give to a child, one or two years old, any idea of time or space, when there are so few adults that have a clear comprehension of them, or that ever give any serious thought to the subject. But when we consider that, without time or space there could be no thinking, it hardly seems so absurd, especially as we do not mean to have anything to do with abstract instruction. Our only aim is to give impressions. These by repetition become experiences, which are many times repeated in other objects. Thus it cannot help after a while to come to the conclusion that every object takes up space, and that no two things can fill it at the same time. No doubt the child makes that experience often enough, when he hits his head against the wall, but the experience then comes in such a way as not by any means to be conducive to give clear ideas on any subject. Not like the kitty or the young colt would Fröbel have our pets gambol about, but he would have them do their merriest and happiest play in a thoughtful, conscious manner, rather than stumble through its child life in a thoughtless manner, leaving to accident all the experiences and discoveries a child may make, which are after all not discoveries, if passed by unnoticed.

But we return to our cube, resting so gently upon the table. Mamma tries to stand it on one edge, parallel to the table edge.

"Steady, steady little man;  
Stand alone now, if you can.  
It does not know which way to go,  
And totters feebly to and fro."

Now it may be made to stand by resting it against the box or the wall;

"With my back against the wall,  
I am safe and shall not fall."

Every time it falls the child is so pleased, that it will push away the support to make it tumble down again, for it loves life and motion in everything. Or it will bang the table with it, and mamma, getting enough of it, and to separate the child cheerfully from its toy, sing;

"Bang, bang, what a noise,  
You cannot hear your mamma's voice.  
Baby loves that kind of fun,  
Not so hard, my little one.  
Spoiled will our table be,  
Give the cube now back to me,  
Put it in its little nest,  
For the cube now wants to rest."

This little song is also calculated to call the child's attention to the two different sounds, the banging and the voice. Playful energy and self reliance, content, joy, as well as observation and perseverance, are the legitimate result of these occupations, and although the intellectual fruits of this system will not be observable till in later years, this fruit will not be forthcoming, where this system has not been used."

Fröbel's "Mother's Book of Songs" I use in my lectures to mothers, to have it serve them, as it was intended, as a guide for the first infantile development, physical, mental and spiritual, by means of amusing physical play exercises. The examples given are intended to make clear to the mother's consciousness, the aim of all her play with her child. For centuries, the mother's instinct, impelled by the desire to amuse her child, has been inventing little plays for the exercise of its limbs, which have, of course, contributed somewhat to their development, but only in an imperfect manner, as everything must be where affection is not guided by wisdom. This playing was often nothing but a thoughtless tossing or dandling, because mothers and nurses had not the proper end in view, the strengthening of the limbs and the awakening of all the dormant faculties of the soul. A great man has said, "Let me make the songs of a nation and I care not who shall make the laws." Perhaps he did not overestimate the powerful influence of songs over the human heart. The cradle songs which have been handed down from generation to generation, are pretty much

alike in all generations. Of such traditional lore Fröbel collected what would suit his purposes best. No mother plays with her baby silently, and she has early learned from experience that rhythmical sounds give from the very beginning the most pleasure to the baby, and that it proves a wonderfully effective power to soothe the nerves and remove uneasiness. Those who yet remember with tender emotion the lullabies with which a mother's voice hushed them to sleep, will understand Fröbel, who sees in these songs which accompany the first infantile plays the means of developing the child's emotional nature. Very much of the benefits and the success of the Kindergarten training is invisible at the time, it is negative and consists in preventing harm. Then, again, its positive success is so simple that it cannot be expected to attract more notice with people who are always expecting immediate results, than, for instance, fresh air, the pure water, or the merits of a family physician, who keeps the family from getting sick. But as applied in the nursery, the increased healthfulness and happiness of the baby reacts upon the mother, and the whole family circle are made better and happier by the use of the system. The pretty little exercises for strengthening the fingers, hands and the wrists, need no explaining of their use when we consider their great practical importance, not only in giving the child a free and easy, graceful carriage and use of the arms and hands but how they may also serve him in later years much mechanical drill and exercise necessary for playing on the piano or required in skillful works of art.

#### THE WEATHER-VANE.

*Play exercise for strengthening the wrist; the child's hand is being gently moved backward and forward while we sing:*

"Like the weather vane is going,  
When the stormy winds are blowing.  
Thus my baby's hand must learn,  
All in play to twist and turn.  
Like the little bird is flying,  
Thus my little boy is trying,  
With his little hands to learn,  
All in play to twist and turn."

All these little songs Fröbel would have us introduce to the child at an appropriate time. Thus, with the weather vane, we might draw the child's attention to a flag, or some clothes or branches of trees, moving in the wind: if older children are present, or in the Kindergarten, questions may be asked in regard to the effects of the wind, its uses, &c., the child may be impressed with the existence of things which it cannot see.

If children were made to understand that these physical exercises were good for them, they would consider it a very dull piece of business, instead of that every exercise and occupation intended for their physical and mental development assumes the garb of play and amusement, and no child, even in the advanced department of the Kindergarten, has this faintest idea that he is receiving instruction so perfectly consistent and in perfect harmony is this system of education with the nature and wants of the child.

#### Object Teaching.

The fundamental object of all disciplinary education is to rouse the pupil to original, voluntary and sustained activity. The stolid repetition of mere sense impressions is no example of this; the mind can be easily forced into it; but any branch which effects the student with chronic disgust, does by that very fact lose its value to him as a means of wholesome discipline. To use the words of Prof. Atkinson:—"We are discovering that the idea of discipline inheres not in the nature of certain particular subjects, distinguishing them from all others which are non-disciplinary and merely utilitarian, but in the right method of teaching all subjects; and the question whether at any particular

period or stage of progress a subject is to be used for purposes of mental discipline, depends not at all upon the question whether it belongs to one or the other of the imaginary classes, the disciplinary and the non-disciplinary, but upon the quite different question, whether it is suited to that particular stage of the pupils mental progress. If so, and if rightly taught, it will then be sure to be the right discipline. \* \* \* \* \* Education begins with the concrete, and not the abstract; and the right method for the teaching, even of language itself is the right training and development of the child's senses."

It would be gross injustice to the teachers of our lower schools to assert that they are engaged only in the artificial production of stupidity, by systematically forcing children into parrot-like recitation of forms and words. They have appreciated too well the necessity of occasionally even deviating from the schedule of daily work, in order to relieve themselves and their pupils from the wearisome learning of words, words, words. Happily the subject-matter in a well compiled reading book is calculated to rouse the interest of inquisitive childhood, and they have divined the importance of testing whether the little word pronouncer is at the same time developing into a receiver of distinct ideas from those wordy pages, and an active thinker of natural childish thoughts. The more pleasant this reading exercise can be made by the teacher supplementing the reading book, and thus exciting ideas by her individual sympathy and influence, the better does she make it a human mental discipline, for, in so doing, she excites the voluntary production of original childish ideas, the succession of which is controlled by the child's own individuality. In teaching Arithmetic, who has not found out the necessity of making abstract numbers concrete by associating them with familiar objects? Tell a boy that each of his five class-mates has seven marbles in each of his two pockets, and he soon ascertains the total number to be seventy, for each step of the operation comes within his own experience, and he is prepared then to learn that  $2 \times 5 \times 7 = 70$ . If the marbles are counted in his presence, the lesson is at once fixed, and if it seems easy, and on this account non-disciplinary, it is only because the boy has used his senses, and taken pleasure in doing so. On the principle that "there is no royal learning," the teacher might force him to repeat " $2 \times 5 \times 7 = 70$ ," until the expression comes out glibly and inevitably; but to say that an available idea is gained, or that discipline is afforded beyond that of parrot memory, would, perhaps, be snapping the cords that bind truth. The former is the method of object-teaching; the latter is the artificial production of stupidity, while striving to push forward on the unroyal road to learning.

In imparting a knowledge of Geography, the humane teacher tells what she has seen in her own travels, finds out what the pupils have seen, talks about places and sights that might interest them, rouses their enthusiasm about the wonders of our beautiful world, encourages them to notice these wonders, to collect souvenirs of them, to ask all manner of questions about them, and she makes them wish for the recitation hour in Geography as one of pleasure. This may be done with the loss of some minute map questions and a good deal of fine print, but with immense gain of childish activity. This need not involve any relaxation in the strictness with which accuracy is demanded in recitation. In drawing forth a recitation about volcanoes, specimens of lava, pumice and sulphur may be shown; corals, pearls, silks, tea, coffee, minerals, metals, and a vast variety of other objects may be shown while studying the various countries where they occur; the position of the North Star, the direction of the sun's rising and setting, and his daily path in the heavens may be pointed out, and the pupils next day asked if they have noticed

these celestial objects; the teacher's desk or inkstand may then be bounded, afterward the school-house, the square, the city and State. This is the method of object-teaching, and will excite pleasure; whether disciplinary or not, will be shown by its results in rousing natural activity. The teacher and pupils may occasionally be distressed to find that it seems almost like a "royal road to learning," and even wince under the scathing sarcasm of travelers on the unroyal road of verbatim repetition and map questions on microscopic towns, who declare that discipline is lost when the study is made too pleasant. How hard it will be to give up the objective method for that of the unroyal readers who enjoy the discipline of so many headaches, and sore eyes, and long words, and even of tonic, bracing, birch rods, with which to enliven the spiritual health of ambitious reciters of words.

In reading, Arithmetic, and especially Geography, then, it is possible to do a large amount of object teaching, and it is gratifying to note that such is constantly practiced among us in the way of incidental instruction. Children, moreover, practice object-teaching among each other as soon as they get out of the school room, and even within those sober homes of figures and words, though often at the risk of sundry penalties. In looking back to his own school days, the writer is compelled to say that the most valuable part of his education was obtained outside of the school room, whether looked upon in the light of discipline or in that of mere acquisition of facts. This outside education, this object-teaching received by contact with a boy's world, cannot be estimated too highly; and the child who is favorably situated for the acquisition of this culture, is soon placed in favorable contrast with his less fortunate companions. But this kind of education, complementary to the routine of the school books, ought not to be divorced from them. A part of every day's programme should be taken up in utilizing the pupil's experience at home, in the street, everywhere, and in teaching him method in the acquisition of ideas beyond the words and figures of the text. It is not enough that this be incidentally given. The temptation to neglect incidental instruction is strong, when an impending written examination is closely pointed, like a Damocles' sword, over the head of teacher or pupil, and every moment must be consumed in cramming tighter and harder, so as to present a resisting surface to its penetrating sharpness. There is plenty of drill in the usually accepted drill branches; and the necessity of these is not for a moment doubted. Better to learn mechanically how to read, spell, write, multiply and divide, than to neglect such fundamental acquisitions, for fear of the artificial production of stupidity; let the chances be taken that cultivated stupidity, encouraged by faulty methods, may be corrected by the complementary education of an outer world. But a fundamental want of our system is this complementary education in the school room methodically carried out, and patiently persisted in, until experience shall have corrected the faults that are certain to become apparent when teachers make their first trials. The same teachers make grave mistakes when commencing to teach the branches to which they now become habituated; it would be extraordinary if they were to step immediately to perfection on a new, and with some, almost untried road. In proportion as this experimental teaching tests the originality, tact, and general information of each teacher, we should expect to find many who fall after persistent honest efforts, some who "out-Herod Herod in mechanical teaching," while striving to follow a prescribed order, and a few who gave up in despair at the outset. It may, perhaps, broaden the differences between individual grades of previously successful talent. It may rouse the opposition of visitors, and especially old teachers, because of its comparative novelty. It may re-



ceive opprobrious names, contemptuous treatment, and the scorn of those who have unsuccessfully tried it. It may be prevented and abused like everything else that is good; but for the expansion of earnest and eager young minds, for the development of original effort and tact in teachers, for the bridging over of the chasm between school room routine and the child's natural world, let us try it faithfully, earnestly, systematically, honestly, persistently, patiently and dutifully.

For the assistance and partial guidance of those who from want of experience or otherwise, may distrust their own first efforts there are already handbooks in the American educational market. But no handbook can take the place of tact, self-reliance, and an earnest conviction as to the true nature and ends of the method adopted. Object teaching is more than illustration; it aims not to show or illustrate curious things to passive recipients; it aims not to make everything only pleasant and easy; the pupils will constantly experience pleasure, but because of the successful exercise of their most active but too often untrained faculties. The child must be induced to use his senses for himself, not to accept the use of his teacher's senses. His Grammar, his Spelling-book, his Arithmetic and his teacher's dictum have hitherto been to him authorities, ultimate and infallible, but he is now invited to consult nature as a new authority which must override all others; not to despise those already known, but to use his own powers for the sake of finding how these authorities agree. No wide generalizations need be promulgated, for such come naturally only after the experience of a large body of observations. Since the perceptions are most active and the faculty of reasoning but little developed, the exercise of the former constitute the *best discipline* for childhood, and the pleasure derived is only an index of the success with which this discipline is carried out. We are inclined to believe that no study exercises a good disciplinary influence, when, after a persistent effort the student feels only disgust therat, and hence, exercises only a minimum of voluntary mental effort. Its practical importance may be such as to necessitate at least partial if not entire mastery, but if it continue to the end to be looked upon as a pleasureless task, to be shirked if possible, its value as discipline is comparable only to that of nauseous medicine administered to one who is in a state of natural vigor. It is high time that we cast aside what has been called the "old-fashioned grindstone-theory of elementary education," whereby the spiritual nose must be whetted down upon hard, dry, grit, to which the name of disciplinary study is given, objectively valueless though it be, until the grinding organ becomes sharp enough to cleave its way free of such grit in the future. If any studies are capable of affording good discipline by exciting active thought, it is those which enter most into the daily thoughts and occupations of a common humanity, as it is to-day—not as it was two thousand years ago. This is the real ground on which the value of object teaching for children is based, its value as discipline even more than its value as a means of communicating facts. In higher grades it develops into the teaching of science with its rough discipline of the reasoning powers, for which preparation has been made by this previous training in its lower and simpler phase. The materials of thought must always be furnished the mind, as well as the methods of expressing it by word or by graphic design. The brain hungers for something more than the outside knowledge, the mere symbols of an all-potent substance on which it must subsist. It is never surprising, then, that school should be irksome if we confine its operations to drill in language-forms and transformations, drill in reading, writing and arithmetic, but deny the food of ideas that are natural and congenial to the eager young recipients who want them. If all of school time is taken

up in technical drill, however wholesome and disciplinary it may seem to those older heads who have had a chance of feeding elsewhere on ideas, we are practically giving stones when the children ask for bread.

But furthermore, the faculty of expression can be cultivated, and the best practice in language afforded, by judicious object teaching. In no way are our ideas brought home to us so firmly as when we are required first to seize, and afterwards to impart them. From the earliest primary object teaching, to the highest part of the scientific course, this should be constantly borne in mind, and carried into effect. Invariably let children be required, not only to observe quickly and accurately, but also to tell clearly the ideas so obtained. The same will be required in the teaching of science, when other and higher faculties besides perception are brought into play. The pupil, whether young or nearly grown, will be thus compelled, as far as possible, to exercise and train his judgment; to obtain clear perceptions, not merely from books, but for himself and by himself; and to acquire facility in the use of his own words, in expressing these ideas as either oral or written composition.

In conclusion, while object teaching is not a substitute, but an indispensable complement to what is already practiced among us, its value will depend more upon the teacher than the subject matter selected. Mere machine-teachers, mere followers of prescribed order, those who cannot distinguish between means and ends, those who can infuse no inspiration, but daily walk under the dark shadow of a doomsday examination, shutting out the light of aught but such technicalities as may enable the pupils to pass with good marks; these will create fearful havoc with object teaching. As an instrument of good or evil, its capacity is well-nigh measureless. It is worth encouragement; it is worth fair and unprejudiced trial by every teacher; but if the expected fruits be turned into apoles of Sodom on our lips, let us not, like the disciplinarians of old, attribute the fault to Nature; but closely examine ourselves and our methods, to see if we have not made mistakes, and interpreted Nature wrongly. There is a wide difference between a galvanized corpse and a body quick with nerves, force and intelligence; between the trade of keeping school and the profession of teaching school; and likewise between the inspiration of objective teaching and the heavy grinding out of twice trituated object lessons.—W. L. C. STEVENS of Savannah, Ga.

#### LETTERS.

##### WHO SHALL TEACH?—MEN OR WOMEN, THE MARRIED OR THE UNMARRIED.

Having in your last issue written a few words on the first part of this mooted subject, with your permission I should like to give a moment's consideration to the latter, although Com. Beardsley and ex-Com. Lewis have already said nearly all that was necessary. Mr. Lewis's views particularly seem to me to meet the question in all its bearings. As for shutting out married women from our schools, simply because they are married, would be as sensible as to pass a law to board up the well of which it is related—"That an old maid was found by its side crying most bitterly, and on being asked the cause of the sorrow she replied, 'That she might possibly get married, and if so, and she should have children, only think! how would she feel if they should happen to fall into that well.'" Not but what there might be attending circumstances where it would be exceedingly indiscreet and unwise for a married woman to attend school, but the local Trustees, as Com. Beardsley has said, are appointed to look after individual cases, and to them such matters can safely be left. Besides this, no lady who possesses the proper self respect, the tact, the delicacy that every teacher, married or unmarried, ought to

have, for of all places the school room is the least appropriate one for coarseness, will put herself in any such position as reported by "School Officer." Not that I doubt his word, but she who would be guilty of such an indiscretion as that spoken of in the *Herald*, has no right to a teacher's position at all, since marriage could not have altered her nature, which must be innately coarse. And just here, Mr. Editor, let me ask a simple question. Which lady will injure her pupils the most—she who, by the appliances of dress, shadows the effect of marriage, so that the fact can scarcely even be implied, a thing that has been hundreds of times on the stage, where gentlemen do not hesitate to take ladies of the most delicate taste, or she who puts on her back one of the most hideous and vulgar deformities that fashion ever invented for woman. Nothing in our classrooms has ever called forth so many vulgar remarks from boys. A young lady dressed in the extreme of the fashion, not the only one in the Department either, became the jeer of the male Principal and three of her Trustees who happened to sit on the platform as she was passing. Had this girl been carefully and judiciously dressed, even though *enciente*, their whole manhood, being fathers fathers themselves, would have prevented objectionable remarks. I speak plainly because this matter has been handled on the opposite side, without gloves, and needs to be met either that way or not at all. And when society once comes to regard Motherhood as it was intended to be regarded, and women learn that a human soul is of more consequence than a set of diamonds or a Worth dress, we shall cease to hear of one half the crime in the world, for the teacher's work will in that case but supplement the mother's, while every mother will ask, not "Is the teacher of my child a man or a woman, married or unmarried?" but, Is she capable of developing the soul as well as well as the mind of my child, and to do both efficiently. But "retourneuse a nos moutons," as the French say; there is little occasion for all this fuss, of which the end will probably be, the mountain will bring forth a molehill. Since the girl-teachers themselves regard with a perfect horror any such idea as earning money after marriage, and supporting themselves. Could the Commissioners hear one hundredth part of the conversations held upon this subject in our schools, they would see how little cause there exists for the fears that have been expressed relative to it. Miss J. E. Murray states the general feeling in the JOURNAL of Oct. 21, though she makes a great mistake and shows little knowledge of either English or American law when she says "that a wife's position is never looked upon as one of dependence." The law not only regards her as dependent, but calls her "une femme couverte" (this is the law term)—more than dependent; a covered woman, entirely shadowed by the superior presence of her husband. And yet the cry all over the land by experienced educators everywhere is, "Where shall we get experienced teachers? At every educational convention which I have ever attended, this was the chief burden of the complaint whenever the question, "What shall be done to render our common schools more efficient?" came up for debate. Those who have charge of the Normal Colleges, and whose interest it is to get positions for their pupils as quickly as possible, took a different view of course, but all the County Superintendents, in their informal discussions, united in saying, "We scarcely get our teachers educated up to the proper standard, and feel safe in putting classes into their hands, when they leave us, and we have all of our work to do over."

So it seems to me that quite as much can be said on one side as on the other. I have been married six years, married with the express condition on my part that my work and I were one, and as for losing time owing to my relations outside of school, our school-records will show an absence of one day and

two hours on that account. No, Mr. Editor, I love my work; the development of the mental qualifications of children, I look upon as a Heaven given mission of which no man has a right to deprive me. To attain the methods best adapted to reach the end in view, I have spent my vacations at educational conventions, studied carefully and thoughtfully all the books within my reach which bore in any way upon the subject, eagerly sought those from whose experience and culture in the same field, my own faults could be rectified, and when a teacher of singing was needed in school, although with little experience and little knowledge of music, I spent \$137 of my school salary for an organ, hired a teacher, gave from one to two hours practice to it per day after school duties were over, for no other reason than that my services were needed in that direction. I do not say this boasting.

I know another married lady, a Principal, to whom school duties and school work is just as dear as it is to me, and I have no other motive in writing than to remove the stigma that has been thrown upon us as married women and teachers. Our home duties are not neglected either, for both of us are so situated that our presence in the middle of the day is not needed there, and I am sure all of our Superintendents would testify as to our efficiency in the classroom. "Do with thy might all that thy hand findeth to do," was a motto impressed upon my mind by an English father, brought up on the principles of Baxter and Bunyan, and it will remain so until called upon to lay down my armor, and give place to another. Excuse the "ego" part of this paper. I knew no other way to reach the point I wanted to gain. My next will be on "Our Association—Does it or does it not fulfill the mission designed for it at its organization?"

EDINE T. HOWARD.

Tustin City, Los Angeles Co., Cal.

Oct. 19, 1876.

EDITOR OF NEW YORK SCHOOL JOURNAL:

DEAR SIR:—In the JOURNAL of the 7th inst, which has just this evening reached this remote point, I find a very interesting discussion of the questions, whether *women* compare favorably with *men as teachers*, and whether the fact of a woman's being married should exclude her from the school room. I myself am a teacher, and I watch the progress of educational matters in the east with much interest, trying to learn all I can that will be useful to me in my work in this new field;—but possibly my letter hails from a point too far away from the locality where these questions were sprung and are being canvassed with so much spirit, to find a place in the JOURNAL. If so, give it a good place "under the table," and give its place in your columns to some one more competent to defend the cause for which it is modestly sent to speak.

To my mind it has long been evident that between children and woman there is a warm, delicate, refined sympathy, mutual, natural, that exists in a far feeble degree between them and man. It is apparent that this fact is, to look no farther for the cause, strongly physiological, and most wisely made so in the constitution of our race. It naturally receives additional development from the constitution and universal custom of the FAMILY. These truths are too axiomatic in their character, as they appear to my mind, to require more than a simple statement. And it is evident that they are absolutely primary and fundamental in the philosophical discussion of these questions. Any array of nominal facts not based upon a recognition of these fundamental truths, or existing in conflict with them, must rest on primary error somewhere, no difference how plausible, or convincing, they may appear on the surface. For illustration, one article on the anti-woman side of this question shows the writer to be too much prejudiced against woman to make a critically fair estimate of the relative



merits of two teachers, if one be a *male* and the other a *female*. I have seen many cases of this sort,—men of sound judgment on most questions, desiring, no doubt, to be candid and just on all questions, so under the influence of a narrow *prejudice* against woman,—a prejudice having its origin, possibly, from having at some time in earlier life, before the chilly days of bachelor life began, been jilted by one of these fair creatures, for reasons deemed sufficient by her,—so under the influence of a narrow prejudice against the very name of *woman*, I say, that they could hardly credit the fair sex with any goodness whatever! How much woman should rejoice, that in exact ratio to the increase of sound education and pure christianity in the world, her enemies and oppressors diminish in numbers and in moral, social, and political influence! For this, let her thank God and cling to the BIBLE.

One writer complains of the pressure—the suffocating pressure of these fearful times in which we live!

What pressure? The pressure of woman's mighty influence in the world. She is now coming up to the proper, legitimate place on the platform, and we have classes of men who think they can not afford to spare her the room she claims. "These" women "folks, they crowd us awfully!" You hear this cry of suffocation from various quarters. It is given out very lustily from besieged whiskey shops, when "praying woman" with the "Sword of the Spirit" in hand attack these dens of iniquity. You hear it from the ranks of politicians and common voters, when they see the women of our land stepping boldly to the front beside their husbands and brothers, demanding to know on what rational grounds they are deprived of the privilege of voting and holding civil office.

You hear it from the ministry. Fourth rate preachers can cry it as loudly as any,— "It is a shame for a woman to speak in the Church!" And the charm of her eloquence in the Sacred desk only makes these "brethren" breathe with increased difficulty, when they see that there is a melting, moving power of argument and eloquence in woman as an orator, that must bring her into great prominence, if something be not done to restrict her liberty of speech.

Lawyers and doctors catch the spirit of panic, and sigh, we fear they'll crowd us too! Even the teachers too fear the innocent, harmless creature, and cry out, away with her!—not from the earth,—she is good for some things in the world,—she "is a natural care-taker of children,"—she'll do to cook our dinners and wash our dishes, but don't let her come into the school room,—she's not fit to teach!—[Aside.] However, we are afraid of her, for already she's beginning to "crowd us awfully!" Why, "a young man" has already been pushed out of the platform bodily,—crowded entirely out of the profession, and left out in the cold; and not one of these sly intruders has had the civility to say to him, "Here, you take my situation and salary, and I will go and see whether some PRINCIPAL will not give me my board for washing his dishes.—O the hardness of woman's heart!!

But let us return to a more serious style. I set out with the notice of the natural sympathy existing between *woman* and children. Love is the mightiest conquering agent in the world of man. It subdues fear, and moves the will to deeds of daring, as no other known power can do. How potent it becomes when mutual, and is founded in natural affinities. What co-operative action is the result, when parties are under the harmonizing influence of natural sympathies and affection. What mutual confidence is the natural outgrowth of these conditions. How easy to communicate then, and with what cheerfulness and pleasure is every communication received. In the social world everywhere this is all perfectly natural. Let these relations and conditions subsist between pupils

and teacher in the school room, and the work of conducting a successful school will be an easy, happy task.

Nothing can be plainer than, that the female teacher has a material advantage over the male in the induction of these primary conditions of a successful school. This is true even of *unmarried* ladies; and it is easy to show that, of *married* and *unmarried* ladies, the former have a decided advantage over the latter, which will be discussed farther on. It is sufficiently plain, that in the primary requisitions for a good school the female has a decided advantage over the male teacher. It remains, next in order, to be shown, that she does not lose her claim to equality of merit as a teacher, in an examination of her purely intellectual capabilities. I passed the first years of my college course, in the recitation room where ladies were admitted to equal privileges with gentlemen, and I recited daily in company with young ladies. The closing years of my course were spent in the Ohio Wesleyan University, near by the Ohio Wesleyan Female College, in which my wife was completing her course, which naturally led me to take much notice of the work and standing of the young ladies there also. Since those times, I have spent much time in educating young ladies and young gentlemen together in the "ONE STUDY" College, located at Scio, Ohio, (I was in that institution when the "one study" system was introduced) in the public schools of Ohio and on the Pacific Coast; and I have been a careful observer of the relative capabilities of little girls and boys, young misses and lads of corresponding age, and young ladies and young gentlemen, in the recitation room and in the literary society. I have never been able to discover any marked difference between the mental capabilities of the two sexes, as a common, general rule. I well know that many of the best minds I have ever had to deal with were those of girls. And why should it not be so? To compensate for the inferior volume of brain in the female cranium, her brain possesses the important advantage of superior fineness, delicacy, and compactness of structure. I conclude, that the man who thinks he has discovered that a given equal number of young ladies and young gentlemen of fair average ability, who have enjoyed equal educational advantages, a larger per cent of the latter is capable of being successful instructors than of the former, must seek for adequate causes in some other department than in the *Intellect*. He would scarcely venture to look for causes in woman's lack of *communicative* powers. And yet, since there is evidently no disqualifying defect in her *intellectual* nature, nor in the department of *Sensibilities*, if it be admitted that she has good command of language, and can explain well what she understands well, there is indeed little ground left for the opposition to stand on. They will hardly find it in the only remaining department of her mental nature, the *will*. Men who are frightened into an outcry against woman,—that she is pushing them from the platform or crowding them to suffocation against the walls of their professions,—will hardly, upon close analysis of woman's composition, complain that she lacks the *WILL*-power requisite for *any* department! And she does not.—With all the native mildness, and modesty, and sweetness of disposition which you may find in the most amiable woman, let that woman once set her heart on the accomplishment of a given object, and it will be found, in nine cases in ten, that her *will*-power is as hard to crush as NAPOLEON's, at the head of his conquering hosts! Baffle and perplex her till her heart sinks with discouragement, if you will, but do not think she is subdued! The pearly tear may start; but from the hidden source whence flowed that tear, a new inspiration penetrates those baffled volitive energies, and *will* forces no one had ever dreamed of in a creature so mild, are roused into action; and the soft eye which yesterday poured

forth a shower of tears, to-day radiates a quiet purpose to conquer or die! By what defect, then, is she disqualified for the school room? Is she not able to *govern* her school? I know there *was* a time when well developed muscle was deemed an essential requisite for school government. But wiser and more humane methods, for governing both human beings and dumb animals, have been found out. Backed by the strong, quick, ready arm of the *civil law*, the teacher now needs comparatively little else than qualifications requiring a proper disposition and training of forces which woman possesses in no less degree than that in which they are possessed by man,—forces located in the *intellect*, *sensibilities* and *will*, and highly strengthened and polished by a life of moral purity and Christian graces. My opinion is, that the burly boy who will not yield to the disciplinary forces which any well qualified *governess* may now bring to bear on his mind, will yield no obedience worthy the name, under the *raw-hide* laid on by some strong arm that would thrust every fair teacher from our school rooms, and put in her place a more muscular being armed with "birch!"

Thus far in the discussion we have come upon no solid ground for excluding even *unmarried* lady teachers from our own profession.

In behalf of *married* ladies I have this to say:—Every natural qualification of her sex in the unmarried state, she retains and carries with her into the married state. To say that matrimony causes her to lose a single one of these, is a slander upon this holy relation! Add to this now, that the natural effect of marriage on the character of woman is to give her a certain feeling of dignity, independence, or a sort of compound *home-reliance*, which, in a woman of sense and culture, contributes no little to her social influence for good. Let her carry this with her into the school room, and who can not see that it will give her a material advantage over the unmarried lady, other things being equal?

Then add this:—A married woman of sense and culture who has brought up a family of children of her own has, especially if she be a teacher, familiarized herself with the nature and unfolding of the human mind, as no person in any other circumstances in this world ever had an opportunity of doing. The important truth of this proposition must strike with great force the mind of every one who is striving to make an impartial investigation of these grave questions. It is fitted to be the climax of arguments adapted to show that married women of families, so far from being excluded from privilege of teaching in the public schools because they are married women of families, should be sought after, as particularly fitted to take charge of the education of our children, be it in the primary department, or any other. If a married lady is a good scholar, since she possesses the peculiar advantage pointed out, what can there be in the composition of her eminent qualifications that so strangely incapacitates her for the more advanced departments, as some pretend to claim? The nation is contrary to all reason, and I hope there are few who believe it.

The action of your School-Board will be watched with interest by every teacher in the land. Hardly any one can feel indifferent, as to the course it may pursue on these grave questions; and perhaps no apology is necessary for speaking, even from this distant point, in behalf of the good women of your public schools, who are fearing for the safety of their situations.

Yours, with many good wishes for the JOURNAL. WESLEY WILLIAMS.

## BOOK NOTICES.

HOW TO SING; OR, THE VOICE, AND HOW TO USE IT. By W. H. Daniell. New York; S. R. Wells & Co.

A manual of much value to those who de-

sire to arrive at a point of excellence in singing, and also to readers and speakers, and all who would cultivate their vocal organs. It is written in the form of conversations between teacher and pupil, making it doubly interesting as a work for study, and answering many questions definitely which would naturally be asked by pupils of their teacher. It is designed especially for those who are pursuing the study of music alone, but is also rich in suggestions to teachers and pupils.

The author has had a large experience in teaching, and all the instructions he gives tend in the direction of a thorough knowledge. His convictions are expressed with earnestness and force, and what there is of criticism of public singers is straightforward, genuine and profitable in counsel to the reader.

THE TEACHER'S MANUAL, to accompany Bartholomew's National System of Industrial Drawing, published by Potter, Ainsworth & Co., is a volume that will well repay a careful examination. The elegant style of printing and illustration is very attractive to begin with, and entices to a careful scrutiny. "Drawing is of the greatest use in after life," a saying of Lord Brougham's, might well be written on the walls of every school room. He further says, "It is almost admirable adjunct to education." This is not so plain. It is really a part of an education, whether regarded as a means of "leading to accurate habits of observation," or becoming a useful and practical art of itself. On opening the volume we find suggestions as to holding the pencil, methods of sharpening, marking, distributing and gathering them. The teacher is, at every point, assisted by suggestions of the most useful and helpful nature. The subject of symmetry is immediately broached, and examples are given whereby he can arouse in the pupil attention to one of the foundation stones of industrial drawing. Geometrical forms being the basis of innumerable designs, are explained with fullness and perspicuity. The union of squares, triangles, pentagons, hexagons, and their combination, is shown in a masterly manner. Curved lines are illustrated on the 38th page and onward; circles, rosettes and flower forms are introduced. Scrolls are taken up in course, and the curves of plants applied to ornamental art. The pupil is soon led to see that the true source of all ornament is to be found in nature, and therefore led to observe nature with an attentive eye. The natural treatment of plants and the conventional forms desired from them, are well illustrated with reference to the mallow, celandine and snow drop.

This book will be of great aid to all who use Bartholomew's Drawing Books, one of the most admirable systems of drawing ever invented. We ask teachers to examine this volume satisfied it will give them the same satisfaction it has imparted to us.]

## STATE NORMAL SCHOOL, ALBANY, N. Y.

The next meeting of the Association of Graduates of the above school will be held Dec. 28, 1876. Arrangements are being made for addresses and other literary exercises for the afternoon. Re-unions of the classes of each three or five years will be held Thursday morning; literary and business meeting Thursday afternoon; and general re-union Thursday evening. Refreshments will be served at the general re-union. All graduates of the school whose post office addresses are not on the Secretary's register or who have changed residence in the past year, are requested to write, by postal card or otherwise, to C. J. Majory, Bloomfield, N. J., Secretary of the Association. Last year more than fifty of the sixty classes were represented at the re-union.



## INVISIBLE POWER,

BY

A. J. H. DUGANNE.

She did not reply at once; but, in a little while, as Saul went on with his inspection, she inquired:—

"Husband! what can you do with all this treasure?"

"Well, Susie!" said he. "It is all ours, isn't it? I have a right to it!"

"You have the right of possession," answered honest Susie. "But did not this treasure belong to some one else?"

"Certainly, my dear!" replied the discoverer. "But, pshaw! that must have been a century ago, I've no doubt. Goodness, child! who knows how long this casket has lain sealed up in that hollow wall, behind the marble manger? It might have belonged to Captain Kidd, the pirate!"

"Yes, Saul! but, then, Captain Kidd must have stolen the diamonds and pearls, from poor murdered people!" cried Susie, shuddering at her thought.

"Oh, nonsense! Captain Kidd never saw these gems! They belonged to some old family; for they all bear the same crest and cypher. Look, Susie! There are two initials, 'W. B.' in old black letters, repeated on every gold setting, and the same emblem on all, a serpent, with legs and wings—that is what they call a *tyttern*!"

## CHAPTER VI.

GOD GIVES.

"And do you really believe we dare to keep them?" asked the wife, timidly.

"Keep them! Yes! or sell them, and use the money!" responded Saul, unhesitatingly. "I've been a poor man, fighting fortune, long enough! Here turns up a treasure; almost at the risk of both our lives; a treasure that was doing good to nobody, and would probably fall next month into the hands of some real-estate speculator buying the old barn! It was my fate to find it, and I have faith to believe God gives it to me, that I may make good use of it! And, so help me Heaven, I will make good use of it!"

Saul Macy uttered this declaration in a solemn tone, with his eyes raised toward Heaven.

"God gives us everything, husband!" said Susie, her look lightening. "And we are so poor, you know! Maybe God wants us to use it in His Name!"

"And so we will, wife!" cried the mechanic, his hand upon the treasure-coffer. "Yes! I take it, as a gift, to be worthily held; and I pray for light to see our way with it! Now, Susie, let's hold a council of war!"

"Oh, no! we're not to make war on anybody!" said peaceable Susie.

"Well, then, sit on my lap, and it shall be a council of peace!" said Saul, as he drew Susie on his knee, and gave her pale face a kiss that made it rose-color.

"Don't smother me, you strong fellow!" exclaimed the happy little wife.

"Well, dear!" said Saul. "What do you think these—"

"Oh, goodness, husband!" Susie cried out. "I haven't made our tea! And I declare, the fire is out again!"

"Never mind tea! never mind fire!" quoth the Man of Power. "I'm going out, presently, to buy some supper! Now, wife, what do you think these precious stones are worth—supposing they are all real?"

"Oh, my gracious!" exclaimed Susie, in apprehension. "Maybe, they're only paste, after all!"

"I guess not!" said the workman, smiling. "You know I've had something to do with polishing rough gems. Don't you recollect that diamond merchant, who gave me twenty-five dollars for a job on a diamond once, and made little Melia a present of the gold ring she still keeps?"

"Oh, yes!" said Susie, "that old Jew, Mr. Cohen! I wonder if he's living now!"

"I intend to find that out before I go to sleep!" answered Saul. "If I can show one of these rings to him, I think he will buy it, at a fair price!"

"O, be careful, husband! He might tell all about it, and have you arrested, dear!"

"What for?" demanded Saul, indignantly. Then, in a moment, as he reflected, he felt Susie's fears to be well founded.

It was very true he had discovered this treasure; but, as his wife had before remarked, it once belonged to some one else. And besides, the wall it had lain in was not his own wall, nor the land his property.

if Andrew McArdle knew of the discovery, he would have a right to claim the casket for his principal, the absentee landlord.

"Yes, yes, you are right, Susan—always right!" remarked her husband. "I must be careful about this good fortune! However, I can show the man a single ring, and get him to estimate its market value!"

"And then, you know, dear!" said his helpmeet. "If he buys one ring, he might buy another—and so on!"

"Very well put," quoth Saul, "for a little woman with no knowledge of business! I'm off to find that diamond merchant."

Saul selected one of the smallest cluster rings, and wrapped it in paper. Then, as he rose from the table, he said:—

"Put them all back in the casket, wife; and don't worry about supper! Please God, we'll never want for a meal again, Susie!"

## CHAPTER VII.

THE DIAMOND MERCHANT.

Saul Macy went out into the streets that February night, with wintry stars shining above him, but with a summer light in his soul, such as he had not known for many years.

He walked fast, and kept in the shadow of buildings; for his old overcoat, oft-mended and warmly padded by Susie's busy fingers, was not a garment to be displayed under gas light.

The diamond merchant's place of business was on a street between Bowery and Broadway; and though Saul did not know the number, he remembered having seen the name on a small sign, some years before. After crossing the Bowery, he kept a sharp eye upon the houses; and his heart jumped when he came suddenly upon the very same sign, "Moss Cohen. Diamonds Bought," in gilt letters.

The clocks were striking eight, as he mounted several stone steps, and, on ringing the bell, was admitted into a business parlor, where sat an old gentleman, before a sea-coal fire, reading his newspaper.

Saul Macy was a well-formed man, standing erect in his boots about five feet ten inches, and compactly built. In his shabby overcoat, and with a rusty hat in his hand, he looked like a strong day laborer; but that particular day's work, ending so violently, had left some very ill-favored marks upon him; for the bandage Susie had bound on his forehead covered one eye, and there were ugly scratches on his cheeks which gave a sinister cast to his visage.

The serving-girl looked suspiciously on the visitor she admitted to Mr. Moss Cohen, and held the door ajar a moment, peeping in, to see how he would be received.

Moss Cohen sat under a couple of gas-jets, before the blazing grate; and a cloud of fragrant smoke rose from a cigar he took from his lips, as they opened, with a question, in sharp tones:—

"Well, sir! What's your business with me?"

"You buy diamonds! I have brought a diamond to sell! that's my business!" answered Macy, in his straightforward way; and in a tone as sharp as the other man's.

"Stand where you are, sir!" said the old Jew, as his visitor made a movement of advance, with one hand feeling the ring in his breast pocket. Macy stopped short; and the old Hebrew pointed to a revolver on a table, between his chair and the door.

"You may be an honest man," said Moss Cohen. "But appearances are against you! That revolver is a six shooter, and you see it lies under my hand!"

Saul Macy felt, for an instant, very indignant; but his good sense saw reason in the Jew's precaution. "You are right, Mr. Cohen!" he responded. "A poor man's appearance is usually against him! Take your revolver in hand, sir! I have no weapon but this diamond ring!"

"And you want to sell it?" remarked the merchant.

"I want to sell it!" replied Macy.

"Do you smoke?" inquired the old man.

"Not such cigars as yours," said Saul.

"There's an odor of Cuban valleys in this fragrant atmosphere!"

"Good!" said Cohen, looking at his rough customer, with a surprised glance. "Take off your great coat, and if you're no bandit in disguise, join me in a smoke, and we'll talk business."

Saul Macy's manly heart responded to this frank invitation, with a bound, as he slipped off that old overcoat in a moment, and stood in his last and only black frock, which Susie had mended that day.

"There, Mr. Cohen!" said the mechanic; "if you can overlook this bandage my wife put over a cut I got a few hours since, I think I can talk and smoke too,

by your leave!"

"Umph!" quoth the Hebrew; "you got a cut, and you've got a wife! I hope you come honestly by both!"

"As honestly as I came by this ring, sir!" answered Macy; handing the Jew the diamond cluster, while Cohen pointed to a box of cigars on the table, and bade him sit up to the fire.

"I like to deal with men whose eyes are visible!" said Moss Cohen, with a quick eye-shot of his own, over his customer's covered cheek and forehead.

"And I like to deal with men whose hearts are not hidden!" retorted Saul.

"Umph!" said the old man, "you're sharp!"

"But no sharper—" answered Saul. And then he added—"than I ought to be, sir!"

"Very well! Light your cigar, and I'll look at your ring!" said the merchant. Macy took a match from his vest pocket, and stood up under the gas jet, to light the glossy brown roll, which he recognized as a first-class importation. For Saul, in his better days, had visited Havana, and smoked the weed on its native soil.

Moss Cohen, though he scrutinized the ring, was watching his visitor quite as closely. When Saul sat down, and began to smoke, their eyes met; but the Jew kept silence, and turned the ring over in his fingers. After a few minutes, he abruptly touched a spring-bell on the table, and, almost immediately, the door of a side room opened, and a young, black-headed Israelite presented himself.

"Louis!" said the merchant, "you can take this card; but you need not go, until I ring again!" He wrote some lines rapidly on a blank card, slipped the card into an envelope, and handed it to the young man, who looked at the direction, said, "Yes, sir!" and disappeared.

Something in Saul Macy's mind told him that the card related to the business he was transacting. But the Man of Power gave no indication of suspicion. He puffed his cigar with the zest of an ancient smoker, who had not breathed such an aroma for many years, and calmly waited for the Jew to finish his examination.

## CHAPTER VIII.

"SUCCESS TO BUSINESS!"

"Is it a family possession?" inquired Cohen, at length. "I see there is a crest on it!"

"Are you satisfied with the gems?" asked the Yankee, in his way.

"They are real!" replied Cohen. "Have you any more of them?"

"One transaction at a time, if you please, Mr. Cohen!" said Saul. "Would you like to purchase that ring, sir?"

"What do you value it at?" asked the merchant.

"At your own appraisal, sir! I believe you are an honest man!" responded Macy.

"Umph!" grunted the dealer in diamonds. "It's hard to tell an honest man now-a-days! You call yourself one, I suppose!"

"I am a poor man, Mr. Cohen! You must take poverty on trust!"

"Poverty don't go round selling diamond rings!" rejoined the Hebrew. "You may be all right; but I must be sure of that. Now, sir! I require you to answer me a question: How did you come by this family jewel?"

The Jew's voice was changed to a harsh tone, and his dark eyebrows contracted into a frown, as he bent his gaze on the mechanic. Saul Macy saw his hand move toward the spring-bell; and he divined, instantly, that a stroke upon it would bring peril to him and to his poor wife at home. His first impulse was to grasp that loaded revolver, and face the Jew. But the consciousness of innocence on his own part, as well as the misconception which might be put on so violent an action, stopped his hand; and he gulped down his indignant feeling.

"Mr. Cohen!" said he. "When savage red men smoke together, they harbor no secret treachery. I came here, as a white man, to meet a white man. If you meditate my arrest, let me know your intention!"

"Why do you fear arrest?" demanded Cohen, quickly.

"Because, as you know, I am poor—I bear a wound—I offer a valuable for sale! Yes, sir! I know what a case could be made out, in one of our police courts; innocent as I am of all wrong, before high Heaven!"

The Jew remained silent, in deep thought! Then he laid the ring on the table, saying:—

"Take your valuable, and go in peace!"

My business is without disguise. I defraud no man, and take no risk of fraud! Good night!"

He leaned back, in his arm chair; and Saul Macy, taking up the ring, rose to his feet, with a swelling heart.

But, as he put on his overcoat, the thought came to him, that Moss Cohen's course was that of a prudent and merciful man. He turned, with a natural grace, toward the old merchant, and said:—

"Mr. Cohen! I appreciate your integrity and your kindness. This is the second time I have had occasion to know you as a friendly man! If we ever meet again, I hope you may know me better!"

Cohen looked up, inquiringly. "Where did you ever know me before?" he asked.

"In my own poor home, ten years ago, when I polished some Brazilian diamonds for you, and you gave me twenty-five dollars for the work!"

"Goodness!" cried the Jew. "Are you the man who lived in a stable?"

"Yes, sir! and my daughter still keeps the little gold ring you put upon her child's finger!"

"By George!" exclaimed Moss Cohen, rising from his chair. "That little, rosy-cheeked, golden haired cherub!"

"God bless her!—yes!" was Saul's response. And, the next moment, he felt a woman's weakness overcoming him. He had toiled all day on a crust of bread; and his excitement, as well as loss of blood, now brought reaction over the system. He felt faint; and a gush of tears welled from his eyes, as he sank heavily on a chair, and bowed his head upon the table.

"Goodness!" cried the old Hebrew.

And, with an alacrity hardly to be expected from a portly man of sixty, he hastened to a closet, and speedily brought a bottle of Jamaica spirits and a glass of water, to revive the stranger he had been about to arrest.

Shortly after this little episode, Jew and Christian were discussing another brace of fragrant cigars, and touching glasses, as they drank an old toast together.

"Success to business!"

## CHAPTER IX.

SUFFER AND EXULT.

To say that a man with eight hundred dollars in his pocket, a loving wife at home, no debts to pay, and a half-bottle of wine, with a sandwich, in his stomach, is not the man to enjoy life, would be a libel on human nature.

Saul Macy did not knock at the narrow side door of his stable home, that night, until after ten o'clock; for, upon leaving Moss Cohen, he had stopped in several stores, and was burdened with a big basket and a big bundle, which he bore into the presence of his wife, like a soldier returning in triumph with spoils of war.

Susie gazed, at first, in mute amazement; while Saul laid down his "plunder," and puffed a cloud of sweet smoke in her face till she coughed; and, to escape him, precipitated herself upon the covered basket.

And presently, with divers exclamations, and some misgivings as to her husband's extravagance, she drew forth, and placed upon their table, beside the metal casket, provisions enough to store their stable—had it been a castle—against a month's siege, at least.

Meantime, her complacent lord stretched his legs upon the settee, and calmly emitted whiffs and rings of purple smoke, from his aromatic "Havana."

"Gracious, Saul!" exclaimed that little wife, starting up, and contemplating the items of interest she had laid on the table. "Here's an oyster pie; a roll of butter; a French coffee-pot; a pound package of coffee; a pound of lump sugar; a pair of fat ducks; a bottle of Catawba wine; a—box of cigars! Gracious!" repeated Susie.

Then she untied the big bundle; and the first thing she saw was that silk velvet mantilla they had both admired one evening, as they were taking a walk, and passed Lord & Taylor's store in Canal street; and Saul had said:—"When I get money again, you shall have one like that, it's so graceful!"

Susie bowed her head over the basket, almost choking; until Saul cried out:—"Put it on, Sue! I want to see how it hangs!"

"Nonsense!" said his wife. "I've got no bonnet to go with it!"

"Yes! it's a pity about that!" said Saul. "You ought to have a bonnet to match!"

"You—you—mean fellow!" cried the little woman, with an exulting little scream, as she opened a little round band-box, and drew forth such a little bonnet as might have made any wife's heart sing for joy.

Next moment, Saul Macy, looking through a cloud of blue vapor, beheld the bonnet and mantilla making graceful courtesies to their







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TO CORRESPONDENTS.—The Pension Bill will come up again this Winter, rest assured. This is to answer several letters from valued fellow-workers.

The ventilation of the class-rooms of our public and private schools in 1876—who will report the facts in the premises? They will not bear investigation; they would astound the parents. A window open on one side looks like ventilation, but it is only a make-believe.

Take courage, teachers. Col. Higginson says: "To be at the head of a Normal School, or to be a professor in a college where co-education prevails, is to have a sway over the destinies of America which reduces all mere 'social position' to a matter of cards and compliments and pages' buttons."

The "Course of Study" adopted by the Board of Education is attracting great attention. We are printing our third 5,000, and the call is still for more. We shall soon put to press "Drawing Lessons to illustrate the Primary Grades"—at a nominal price. They will be indispensable to those who use the "Course of Study."

HON. HENRY KIDDLE was at the last meeting of the Board of Education re-elected City Superintendent for the term of two years. It is fortunate that one so eminently fitted to secure the successful and harmonious working of its numerous parts is so thoroughly appreciated and retained at the head of the magnificent system of Public Schools of the City of New York.

As to teachers for children, women can far surpass men. But the women should bestir themselves and begin the business of an earnest and constant self-improvement. The diploma, the place, the salary being stepping stones to a higher area of usefulness. How many make them such? Instead of a few women of ideas and earnestness, there should be many among the teachers.

The Jersey City Teachers have decided—and wisely too—to continue their teaching without pay for the thirteen days for which no money exists to pay them. Will the Legislature pay these teachers for their work? The JOURNAL will lay the facts before them at once. They will not fail to pay the honest bill. Fail to pay these (most of them) young women, half-paid now, in debt for board and clothes, doing a work more useful than any other public officers! New Jersey has too good a history to commit such a blunder this Centennial year.

The question of "Women as Teachers," lately brought on the carpet, has caused the appearance of a large number of articles. We print in this number of the JOURNAL all that is profitable to say—at present, on the subject. To

M. R. S., of Louisville, whose is a pathetic and moving tale; to R. J. M. of Boston; T. P. of Springfield; J. L. M. of Albany, who presents the ludicrous side, and many others, we must say "respectfully declined." Those who can write so well on this, must try other subjects—lest we weary the "Oh-so-critical" teachers.]

We receive a good many manuscripts from teachers, and are glad to do so.—May we make two or three simple suggestions. (1.) Write plainly on one side of the paper. (2.) Punctuate and write proper names with utmost care. (3.) Inclose stamps if you wish the article returned. (4.) Pay postage as though it were a letter. You cannot send it at newspaper rates. (Many bulky articles lie untouched in the post office by us because the writer puts on too few stamps.) (5.) Write to do some one some good—give us of your experience, your earnest thoughts, of your life.

"Give us of your bark, oh birch tree!"

The great work for "school officials" is to secure the best teachers. As a means to this end the plans by which teachers are rated and paid should be reconstructed. First, the Primary Schools not for one moment more be loaded down with inexperienced teachers. In this city it should be rendered impossible. The Board of Education should at once enact this reform. Put them in the Grammar Schools. And, then, pay these Primary Teachers as good salaries at least as are paid in the Grammar Schools. This not for the teacher's benefit, but for the scholar's. The time is coming when it will be considered incredible that young, cheap and untried teachers were ever set to teach children.

At the meeting of the Board of Education on Wednesday, Mayor Wickham sent in the name of Col. Benjamin F. Watson as Commissioner of Education in New York City, in place of Ernest Caylus, resigned. In the selection of such a man as Col. Watson for this important post, the Mayor, as in most of his appointments, was governed by a knowledge of the eminent fitness for the place. Col. Watson is a New England man; he was educated in Massachusetts and received his law instruction in the office of Judge Sprague, who was honored by the Bar of Boston; and was admitted to practice in the United States Supreme Court in 1852, we believe. He went out with the well known "Old Sixth Massachusetts regiment, and was in the fight that took place in Baltimore on the memorable 19th of April, 1861, and was brevetted Colonel for his gallantry in that affair. In 1867 he removed from Lawrence, Mass., to the city of New York, and has since been engaged in the active practice of his profession. The teachers and friends of the schools will find in him a fine and enlightened friend of popular education. Not satisfied with what it is, he will endeavor to add his thought and skill to make the system still more complete.

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residence corner of 38th street and Lexington avenue.

## NEW YORK CITY.

The lecture of Prof. S. Royce at Chickering Hall, has been thought best to be delayed from Nov. 18 to the 25th.

## EVENING SCHOOL NO. 34.

A brief inspection of this school reveals excellent order, a fine class of pupils, an interested Board of Trustees, and an earnest teacher. Mrs. Josephine Belzer has had charge of this school for four Winters and has met with excellent success. Trustee Coan was present and Trustee Germann had just left. Last Friday evening Dr. Roberts addressed the pupils on the advantages possessed by the educated. Supts. Fanning and Schem have been here.

The short sketch we give in another place of a lecture on "Race Education," or Hereditary Culture, and which Thomas Hunter, President of the Normal College, pronounced "able and in many respects profound and original," bears on its front the mark of deep and earnest thought, as well as a thorough acquaintance with the subject. Every teacher, friend of education and parents will be interested to hear Prof. W. Royce, who will lecture again at Chickering Hall, Saturday evening, Nov. 25.

## NOTES AT THE BOARD OF EDUCATION.

Mayor Wickham sent in his nominations of Commissioners for 1877, also one to fill vacancy caused by the resignation of Mr. Caylus. We regret the retirement of several valuable men who have done excellent service in behalf of Education. Mr. Kelly was listened to with interest when he plead the cause of the Catholic children. The liberal spirit that prevailed showed that all or nearly all of the members are—Catholic.

## The Board of Education.

The Commissioners met Nov. 15.

Present. Messrs. BEARDSLEE, BAKER, DOWD, FULLER, GOULDING, HALSTED, HAZELTINE, KLAMROTH, KANE, KELLY, PLACE, SCHELL, TRAUD, VERMILY, WILKINS, WEST, WOOD, WETMORE, WALKER.

Absent. Messrs. CAYLUS, MATTHEWSON.

The President said that Alexander McDonald, Member of Parliament, for the borough of Stafford, England, a gentleman identified with English educational interests, was present and invited him to a seat upon the floor.

## NEW COMMISSIONERS.

Commissioner Caylus sent in his resignation to Mayor Wickham, who appointed in his place Benjamin F. Watson, Mr. Caylus, also sent a letter to the Board. The Mayor also appointed Everett P. Wheeler in the place of A. J. Matthewson, Bernard Cohen in the place of A. Klamroth, Jacob Vanderpoel in the place of Lawson N. Fuller, all for the term of three years. Commissioners Beardslee, Wood, Halsted and Kelly were re-appointed for same time.

## NEW INSPECTORS.

In pectors Patton, Thomas, Spear, Woods, Agnew, and Randall were reappointed by the Mayor for two years. In the place of Inspector Blumenthal, Andrew Fink, and in the place of Inspector Miersen, Jacob Hess were appointed for two years.

## REPORTS OF COMMITTEES.

The Committee on Furniture recommended purchasing a piano for P. S. No. 36, and P. D. G. S. No. 13. Finance.

The Committee on By-Laws recommended to pay Frank Melville \$139.15, the amount deducted from his salary for May, June, Sept. and Oct., but that teachers hereafter shall not be paid if employed during intermission.

The Committee on Course of Study put on List of Supplies:

Montieth's Colored Blanks for Map Drawing; Montith's Pictorial Chart of Geogra-



phy and Hand Book; Gilman's General History; Venable's History.

The Teacher's Committee reported adverse to appointing a Male V. P. for G. S. No. 60. Adopted.

The Committee on Colored Schools reported in favor of appointing Miss Laura P. Adair as an assistant teacher in P. D. C. S. No. 3. Adopted.

The Committee on Supplies recommended awarding contracts for books, stationary &c. for the Schools for 1877. Laid over.

Also to put "Girondin Disinfectant" on the Supply List. Adopted.

The Finance Committee recommended appropriating \$53,835, for erecting a Primary School Building in West 58th street.

To Geo. J. Harlow mason work - \$32,500  
" S. Christman carpenter work - \$19,998  
" C. W. Jeesup painting - \$1,337  
For repairing roofs - \$500  
" bill of John Neal - \$61.28  
" refunding taxes on lots on W. 58th-st.  
" two new pianos for P. S. No. 36 and G. S. No. 13 - \$750

The Committee on Finance in respect to paying James P. Isaacs reported in favor of deducting from his bill and paying the sum of \$1978.

Mr. Fuller said that the Trustees had rights and it was the duty of the Board to sustain them in performing them. The Trustees of the 9th Ward had awarded the contract to the lowest bidder, and to a responsible person and it was the duty of the Board to follow their wishes.

Mr. Hazeltine said he was for paying Mr. Isaacs bill as he believed it to be just. Adopted.

#### THE COMPULSORY LAW.

The Committee on By-Laws presented Amendments to the Compulsory Law, for the management of truants.

Mr. Beardslee said the amendments had been carefully examined and had been submitted to Judge Davis. That it was important that the new rules should be adopted. That it was arranged that no child should be detained in the Juvenile Asylum more than 14 weeks, with this Judge Davis coincided. Formerly the detention was indefinite.

Mr. Kelly moved to add to the places where truant children should be confined,—the Catholic Protectory. He felt this was due to the children of Catholic parents.

Mr. Kelly said the Juvenile Asylum was Protestant, and he had no objection to it, but he felt that Catholics would prefer the Protectory. The Corporate Schools were in his opinion a sham, if it was claimed they were not sectarian.

Mr. Halsted said it was a question whether we had a right to send a child out of this judicial district.

Mr. Beardslee said he should not have signed this report if he supposed it was a sectarian institution. Judge Davis had inquired in respect to this matter and he, speaking from information, had informed him it was not.

Mr. Kelly said he did not wish to raise the question of sectarianism. He said some of the corporate schools were Protestant and some Catholic, it was a fact well known. It was a sham to say they were not, no matter what the examiners might say.

Mr. Goulding said the children were not only to be there to recite lessons, but they would eat and sleep there. Some kind of training besides that from the books would be given them. There was a religious training given at the Juvenile Asylum. This was not fair to those of the Catholic faith.

Mr. Hazeltine said there was no time to examine into the condition of other schools—justice to the children demands the passing of these amendments to night, otherwise the whole matter will lay over for several months.

Mr. Beardslee said three places were named—Juvenile Asylum, the Home (to be established) and House of Refuge, and a choice could be made.

Mr. Wetmore said the Juvenile Asylum was not sectarian, but it was Protestant. He would be in favor of sending Catholic children to a Catholic school if such an arrangement could be effected.

Mr. Kelly said he wanted nothing for the Catholic children more than was allowed for others.

The amendment was adopted, 11 to 9, and the rules were then adopted.

On motion of Mr. Walker, Mr. Beardslee was appointed a committee to secure the approval of Judge Davis.

#### ELECTION OF CITY SUPERINTENDENT.

On motion of Mr. Wetmore the Board proceeded to ballot for City Superintendent.

Supt. Henry Kiddle was thereupon reelected for two years.

#### COMMUNICATIONS.

From the 24th Ward relative to closing G. S. No. 64 from sickness of janitor; from the 4th relative to salary of Principal of M. D. G. S. No. 1; from the 7th for new piano; from 10th relative to house of ill-fame in vicinity of 7 and 20; from 11th to increase salary of Mrs. Clark, Principal of F. D. G. S. No. 36, also for reappointment of G. B. Rhoads as Trustee; from 12th to purchase lots adjoining G. S. No. 39 for \$10,000; from 23d in relation to salary and expenses of janitor of G. S. No. 69.

The Chamber of Commerce sent an invitation to attend the annual examination of the Nautical School, on Board School Ship St. Marys at anchor off Wall street Ferry, at 2 o'clock P. M. Nov. 17th. Accepted.

Miss Julia T. Delaney, first assistant G. S. No. 12, sent in an appeal against the action of the Trustees of 13th Ward. To Teachers.

#### SHALL I OR SHALL I NOT CHOOSE TEACHING AS MY CALLING?

The above question has been propounded to me by scores of students under my instruction within the last ten years. Thousands of young men and women are asking themselves this question to-day. It is therefore a question of interest, if not to all, at least to many.

To answer the question exhaustively would require an examination not of teacher's calling only, but of all others. This would require, not an article but a volume; therefore a narrow survey of the teacher's calling only will be attempted. Contrary to the forensic usage, we consider the negative side of the question first. In looking at this side of the question we find reasons why we should not choose teaching as a calling or a profession. Some of these reasons are the following.

1. *Small Wages.* It is generally held that teaching commands small wages. In villages and rural districts these range from \$35 to \$50 per month. This is lower than the fees of lawyers, doctors and public officials, but higher than seamstresses or farm laborers, and about equal those of carpenters, bricklayers, plasterers and the like. But as we ascend the scale, wages rise. In city schools, academies, colleges, normal schools, and universities, salaries range from \$400 to \$4000 per annum, and in a few cases they go beyond this. (We speak of salaries in this country only.) These compare favorably with the average of the other professions. Added to this, they are usually sure, whilst the fees of the lawyer and doctor are not always so.

2. *Unsteady Employment.* In the rural districts this objection has force. It is one of the chief objections to the teacher's calling. In our opinion, it is radical and serious. We have no defense to make for it. It doubtless keeps many out of the calling and justly. In cities and higher institutions this objection does not exist.

3. *Injurious to Health.* It is claimed that the teacher's calling is unfavorable to health. This claim is based chiefly on the fact that the health of teachers is not so good as that of farmers, mechanics and other outdoor laborers. This is true, and it is equally true of merchants, bankers and other indoor laborers. Additional, the ill health of many teachers, as that of others, is not chargeable to the calling, but to ignorance or inattention.

4. *Small Honor.* It is held that the teacher's calling does not bring high honors. As this is true, but a calling should be sought for its usefulness and not for its honors.—Measured by this rule, teaching stands among the first. He who seeks the shouts of praise, the flourish of trumpet and banner, must look elsewhere than to the calling of the teacher; but he who seeks to do good, in a quiet and noiseless way, honoring God and blessing his fellows, can with safety choose the teacher's calling.

In our next we will look at some of the arguments of the affirmative of this question.

A. W.

#### Race Education, or Hereditary Culture.

Professor Royce, a gentleman who has evidently given much thought to the subject of education and social philosophy, last Saturday evening, delivered a lecture on this subject at Chickering Hall. President Hunter of the Normal College presid. He referred to the various educational systems of utilitarians, philosophers and divines as lacking direction, definiteness and scientific basis, and therefore failing to secure what they aim at.

The fewest children, the lecturer continued, can be said to be educated, they are merely taught the three Rs. Others are taught how to get along in the world, no matter how the world gets along, and some are brought up in schools devoted to the promotion of humanity? No, not at all that, but the advancement of learning. The Professor advanced then to the original conception of Race Education or hereditary culture, and maintained that Race amelioration is the first and highest principle education must aim at, and that by means chiefly of hereditary improvement. The lecturer proved from history, through the decay of Egypt, Greece, Carthage, Rome, the Byzantine Empire, and the Saracens the inherent tendency towards human degeneracy. The statistics of pauperism, crime, insanity and increasing rates of mortality point equally to physical, mental and moral race deterioration. A nation, therefore can only escape the fatal result of this baneful tendency through a system of education devised for the purpose of race amelioration. The lecturer next referred to our present state of mental perfection, the cumulative or hereditary result of past ages, to the enlargement of the cranium in successive generations, and the genealogical ramifications of distinguished men and families, all of which establish the power of heredity. If human conditions are favorably controlled, or left to shift for themselves, races and families will ameliorate through the principle of heredity, and give the world statesmen, philosophers, and artists, or deteriorate and overwhelm the nation with paupers, criminals and imbeciles. Education to be hereditary must be organic and constitutional, and an improvement of the whole man. Man and not scholarship is the end of Education, which must take place in the formative period of earliest infancy. Training alone, or the formation of physical, mental and moral habits educates and improves the race through the power of heredity, and nothing else is education, or a substantial improvement. Cramming is idle words, and as traceless as the ripple on the face of the water. The system in vogue looks to scholarship and not to the child or the man, and hence the race degenerates in spite of our schools. When we aim at individual improvement, we are apt to stop at flimsy accomplishments. Professor Royce makes Race improvement and hereditary culture the aim of education, which on the very face, points to organic and constitutional improvement, as nothing short of that can become hereditary. The Race and not the individual is the end of education, this is the central point of the Professor's system. All we have is of the Race and due to it. If we are to live for the Race we must be brought up for the Race. Race Education means altruism.

Kindergarten Schools are fully as indispensable as our common schools for the training of the young, and women should be prepared in them for their duties in the nursery instead of being unsexed in factories. The work of Education has to go on to the age of sixteen or eighteen, that improved states of body and mind may be continuous enough to become permanent, organic and hereditary. Race Education, or hereditary culture builds up a national character. Public Education must lessen public burdens by lessening public miseries and delinquencies, and hence

it must embrace industrial training as the surest means of preventing pauperism.

Race Education looks chiefly to the physical culture, and by inuring the people to hygiene, secures the health and strength of the nation. Race Education cultivates the study of hygiene, nature, art, industry, economics and government, as every thing that concerns life and action, and looks to the future of man, whilst scholastic education concerns itself about words, opinions, archeological lore and looks to the past. Our present literary system stimulates pride, and heats the imagination to insanity, whilst Race Education or Hereditary Culture looks to soundness and efficiency all over.

Race Education does not pretend to novelty in its isolated facts and principles, but as the highest induction of all physical psychological principles of education, it is a beacon to the educator, revealing to him at a glance what he has to seek and what to avoid. The great facts of Biology, Psychology, as well as of History, all point to Race Education as the only solution of the great problem of social misery. The lecturer proved from Plato down to Leibniz, and Pestolozzi and Froebel the truth of every principle Race Education implies, as for instance, early education, training, habits, physical education, industrial employment, and above all the common error of the schools in putting word learning in the place of education, character and efficiency. Man, touching the brute world he lives for himself; at the first stage of civilization he lives for his family, at the second, he lives for the State, and at the highest he must live for the Race. An education that treats the individual as a complete and unitary being, is immoral and unscientific, working mischief in the end. Are we to be brought up for ourselves and then to be told to live for the race?

If dogmatic religion must be excluded from the schools, the purest ethics of science should be the more present in every act of education, and that is the improvement, elevation and preservation of the race. Professor Royce traced our hard times, partly, to the lack of industrial training among the masses. One half of the people are out of work because the other half has nothing to give in exchange for the labor of the others. All great educators insisted upon joining industrial labor with mental culture, and as far back as 1833 New York City had an organized society for introducing trades in our schools and literary institutions of every grade. To day labor is only thought good enough for pauper schools, whilst in fact all schools should train our children for work, as we want workers and not talkers. Our schools give us world be critics, we want artists. Once all schools were clerical, to day they are all commercial. They must become industrial. As long as 5,000,000 of youths are annually unfitted upon our school benches for the plough, the shop and the factory, no party or administration can relieve us of the hard times we groan under. The improvement of mankind and the prevention of defectiveness or pauperism, vice and crime, being the great end of education, Prof. Royce fitsly traces at the close of his discourse the intricate connection between education and social philosophy.

Such are some of the points of Professor Royce's system, and in another lecture, to be delivered soon at Chickering Hall, he will elaborate them more fully.

#### The Seven Laws of Teaching.

If we analyze carefully a full and perfect act of teaching, we shall find that it involves seven distinct elements, or parties and part—two actors, a teacher and learner; two spiritual elements, the knowledge to be communicated and the medium of communication; and three active processes, that of the teacher in teaching, that of the pupil in learning, and that of testing and rendering per-



manent the work done. None of these elements can be subtracted and leave the work entire and complete; and no true account of the philosophy of teaching can be given which does not exclude them all.

Each of these seven elements has its own great natural condition or law of action, and these, taken together, constitute the Seven Laws of Teaching. These laws are so simple and natural, that they must suggest themselves almost spontaneously to any one who will carefully note in turn the several parties and elements already named. Is it not evident that—

1. A TEACHER must KNOW THOROUGHLY what he would teach.

2. A LEARNER must ATTEND with interest to what he would learn.

3. The MEDIUM must be language understood by both teacher and pupil in the same sense.

4. The truth to be taught must be related to truth already known, as we can only reach the unknown through that which is known.

5. The act of teaching is the act arousing and guiding the self-activities of another mind so as to develop in it a certain thought or feeling.

6. The act of learning is the act of reproducing, fully and accurately in our own understanding, the ideas to be acquired.

7. The test and confirmation of teaching are to be found in repetitions and reviews.

These simple and fundamental principles may be better understood if stated as rules to be observed by the teacher, thus:—

1. Know thoroughly and familiarly whatever you would teach.

2. Gain and keep the attention of your pupils, and excite their interest in the subject.

3. Use language which your pupils fully understand, and clearly explain every new word required.

4. Begin with what is already KNOWN, and proceed to the unknown by easy and natural steps.

5. Excite the self-activities of the pupils, and lead them to discover the truth for themselves.

6. Require pupils to re-state fully and correctly in their own language, and with their own proofs and illustrations, the truth taught them.

7. Review, review, review, carefully, thoroughly, repeatedly, with fresh consideration and thought.

These laws underlie and control all successful teaching. Nothing need be added to them; nothing can be safely taken away. No one who will thoroughly master and use them need fail as a teacher, provided he will also maintain the good order which is required to give free and undisturbed action to these laws.

They are of universal force and value. They cover all teaching of subjects and in all grades, since they are the fundamental conditions on which ideas may be made to pass from one mind to another. They are as valid and necessary for the college professor as for the teacher of little children; for the teacher of Bible truth as for the instructor in arithmetic. In proportion as the truth to be communicated is high and difficult in character, so ought these laws to be more carefully observed.

Doubtless there are many successful teachers who never heard of these laws, and who do consciously follow them, just as there are people who walk safely without any knowledge of mechanics or gravitation, and talk intelligibly without knowing grammar. They have learned them from practice, and obey them from habit. It is none the less true that their success comes from obeying law, and not in spite of law. Some teachers are a "law unto themselves." They catch by intuition the secret of success, and do by a sort of instinct what others do by reflection; but a careful observation of their methods would go to prove the truth and value of these principles. To those who are not thus

teachers by nature, the knowledge of these laws is of inestimable advantage.

The laws themselves will seem at the first simple facts, so obvious as scarcely to need such formal statement, and so plain that no explanation can make clearer their meaning. But like all fundamental truths, their simplicity is more apparent than real. Each one involves many subordinate principles and rules, and touches when fully developed the outermost limits of the whole science of teaching. Indeed, a careful study of these seven laws we shall find every valuable principle of education, and every practical rule which can be of any value in the teacher's work.—DR. GREGORY.

### Teaching Children Courtesy.

Many mothers forbid their toddling children any intercourse with other little people, because they suppose it is not time for them to fully comprehend the courtesies of life. This is the very reason why they should be taught to be polite and considerate at the earliest possible moment. We have seen parents who seemed to suppose that the first lesson bestowed upon a child is exactness of statement, and that a falsehood is a cardinal sin. But to teach the child to tell the truth requires a process of incomprehensible reasoning, while an inflection of pain upon another child has its immediate results, and the child can both see and feel the consequences of its unkindness. It is very curious to observe little people when they first meet. They usually look at each other sharply, but speculatively, and after proper deliberation, decide upon their line of action. It is either war or peace, but never entire indifference. Even the peace may be but temporary, provided one possesses that which the other covets. Doubtless this covetousness is not so much due to original sin as to that deep law of human existence—self-preservation. The child who sees an article in another's possession imagines, vaguely, perhaps, but positively, that it is a thing that is necessary to his own welfare and happiness, and instinct teaches him to seize it. Now this is not unfrequently set down as an unpardonable sin, and an omen of future wickedness. Nothing can be more unjust or unreasonable. It is a characteristic which, when properly guided, will lead to honorable worldly success. Misdirected or uncurbed, without being taught a proper reverence for the golden rule, the young creature may fall into positive crime. Manliness in a boy corresponds with womanliness in a girl, and the nobility of unselfishness cannot be too early taught to children, nor can this quality be learned practically unless association with other children is not only encouraged but used as a constant habit of instruction. While teaching a child to be polite, above all things avoid permitting him to become obsequious. An excess of politeness is real hypocrisy, and leads to dangerous deceits, or else a craven spirit enters the child, and this sort of evil sentiment is rarely, if ever, cast out when once in possession of a soul. Teach the children genuineness in the expression of their likings, and forbearance in their dislikes—these great lessons of life that can be gained only by proper restraints over their intercourse with companions of equal age and circumstances.

### THE PHYSIOLOGICAL SIDE.

Certain general principles can be stated which ought to be conclusive as to the excessive occupation of time so generally demanded by the schools. Four hours in one session and five hours in two sessions, with certain recesses, are the ordinary periods allotted to the school time of each day. Add to this the extra time in which children are "kept in" for certain negligences or misbehavior; the time spent over the studies prescribed to be learned at home; the compositions and the like which are expected to occupy a certain portion of the Saturday; the

preparation for competitive examinations, and for the "school exhibition of music, one of these bad and useless modes of ending a school term which are full of evil for the moral, mental and physical organization of girls," and an average of thirteen or fourteen hours of each day are given body and soul to the implacable tyranny of the school regime. This is no fancy picture. An amount of mental work is obtained from young and half grown (which means growing) children which would be hazardous to adults. Sir Walter Scott, who had good reason whereof he was speaking, gave it as his deliberate opinion that five and a half hours form the limit of healthful mental labor for a mature person.

This extent of time spent over school studies seems to be based on the egregious blunder that all the mental acquisitions possible for life are to be secured in youth, with an absolute forfeiture of any claim the body may have for its development and culture. It is forgotten that the brain is an integral part of the living organism, needing rest, refreshment and recuperation. Furthermore, it seems to be forgotten that this brain itself is a developing quantity which is to be guided to a correct development by the teacher's brain, which is supposed to be capable of imparting this instruction.

Studying at home, studying without help, is akin to original investigation, the most refined capacity of mature, well disciplined minds. Practically the school hours are largely occupied in reciting the lessons that have been learned at home. The scholar is less taught than examined in his studies. If five and a half hours are the limit of healthful mental labor at maturity, what plea can be urged for the unrelenting sleep that follows thirteen or fourteen hours' mental labor for the growing youth? Clearly this; confession must ensue that it is a crime against physiological law, if brain work not only exhausts the general energy, which must be recuperated to sustain vigorous health, the growing child must have time not only for the recuperative but for the constructive processes to have fair play. Muscular effort and brain work are in violent contrast, and brain work should be followed by that effort to which it is most violently contrasted. The persistence of school-work should be contrasted with varying amusements at home. The capacity for sleep and the desire to eat are the qualifications of healthful, vigorous growth.—School and home life sacrificed to thirteen hours over books will destroy both.

The sexual differences are manifest in the varying resistance to this terrible onslaught of prolonged study. Girls yield more readily and more generally to the effects of this continuous mental effort, with its enforced bodily restraint, than boys. To the end of the chapter, under precisely similar external conditions, the girl will be herself, and not the boy. She is less inclined to this contrasted effort, does not naturally seek it, and, furthermore, as a rule, will not take it. If clinical experience were to be quoted, the number of girls from twelve to eighteen that come under a physician's care is vastly in excess of the boys during the same ages. And this is true not for ailments of a special character, but because of general weakness.—Dr. Hutchins.

### THIRD INTER-COLLEGIATE CONTEST.

The Intercollegiate Literary Association held a meeting on Tuesday evening at the College of the City of New York. There were present J. M. Elliot of Hamilton College, E. H. Crosby and H. B. McCauley of the University of the City of New York, C. Patzel, College of the City of New York, and J. H. Hamlin, North Western University, and A. Marquand, Walter D. Edmonds, and John G. Tomlinson, prize men of '75, were present. The Treasurer reported that while the expenses of the Association for prizes would

in the different exercises; Greek—North Western University, Cornell, St. John's of Fordham, Rutgers, and the College of the City of New York, Rutgers, and the University of the City of New York. Mathematics—Cornell and the College of the City of New York. Mental Science—North Western University, Princeton, St. John's of Fordham, the College and the University of the City of New York. Essays—Cornell, St. John's of Fordham, Princeton, North Western University, and the College and the University of the City of New York. Oratory—The College and the University of the City of New York, North Western University, Princeton, Cornell, St. John's of Fordham, Lafayette, Hamilton, Rutgers, and Williams. The order in which the colleges are to be represented in the contest in Oratory was decided by lot as follows, North Western University, Lafayette, Cornell, the University of the City of New York, St. John's of Fordham, Princeton, Williams, Hamilton, Rutgers, and the College of the City of New York. The prizes offered will remain the same as decided at the October meeting, the competitive exercises will take place Dec. 6, and the oratorical contest on Jan. 3, 1877.

### HELP ONE ANOTHER.

It is said that when the Emperor Augustus was passing through the baths at Rome on one occasion, he saw a veteran who had fought with him rubbing himself after bathing against one of the columns. The emperor inquired why he had not a boy to do this? And being told that he was too poor, ordered him the means of paying one. On his next visit he saw at every column an old man rubbing himself, and on making the same inquiry he received the same reply. His rejoinder, however, was not what they expected; for he said, "Well, gentlemen, as there are so many of you, I should advise you to rub one another." Augustus here taught them sound wisdom; he taught them not to depend on the caprice of a patron, but to help one another.

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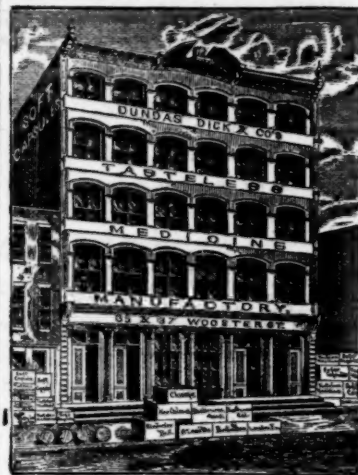
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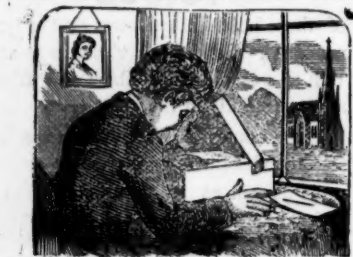


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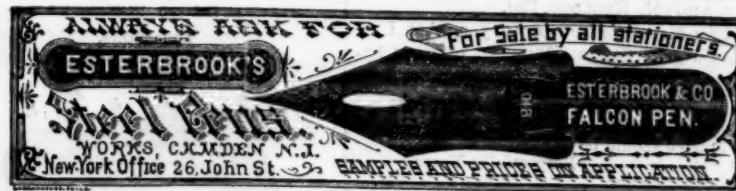
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